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ABSTRACT

This module is the first in a two-module cluster. Together, the modules are designed to enable students to recognize and identify by type the errors that occur in recorded samples of oral reading. This one--Module A--focuses on the most common phonemic and morphemic elements of English. In preparation for the analysis of errors, students learn to analyze words in isolation, the sounds various spellings represent and where they occur in words, how words are divided into syllables, where accents fall, and the syntactic function or meaning of various units of speech. Exercises are followed by a post-assessment test. (JD)

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SP010 523

CLASSIFYING WORD IDENTIFICATION ERRORS
MODULE A:
PHONEMIC AND MORPHEMIC ELEMENTS

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WHAT IS COMPETENCY-BASED TEACHER EDUCATION?

The set of materials you are about to begin using represents a new direction in teacher education. Called competency-based teacher education, this approach to training teachers emphasizes the teacher's performance--what he or she is actually able to do as the result of acquiring certain knowledge or skills.

Performance in a specific area is referred to as a competency. Thus, what we expect the teacher to be like after completing his education can be described in terms of the competencies he should have. The emphasis is on doing rather than on knowing, though performance is frequently the result of knowledge.

This shift in emphasis from knowing to doing accounts, to a great extent, for the differences you will notice in the format and content of these materials. To begin with, the set of materials itself is called a module because it is thought of as one part of an entire system of instruction. The focus has been narrowed to one competency or to a small group of closely related competencies. The ultimate aim of the module is expressed as a terminal objective, a statement describing what you, the teacher, should be able to do as a result of successfully completing this module.

Your final performance, however, can usually be broken down into a series of smaller, more specific objectives. As you achieve each of these, you are taking a step toward fulfilling the ultimate goal of the module. Each intermediate objective is the focus of a group of activities designed to enable you to reach that objective.

Together, the activities that make up each element, or part, of the module enable you to achieve the terminal objective.

There are several kinds of objectives, depending on what kind of performance is being demanded of you. For example, in a cognitive-based objective, the emphasis is on what you know. But since these are behavioral objectives, what you know can only be determined overtly. An objective can only be stated in terms of your behavior--what you can do. You might, for instance, be asked to demonstrate your knowledge of a subject by performing certain tasks, such as correctly completing arithmetic problems or matching words and definitions. In addition to cognitive-based objectives, there are performance-based objectives, where the criterion is your actual skill in carrying out a task; consequence-based objectives, for which your success in teaching something to someone else is measured; and exploratory objectives, which are open-ended, inviting you to investigate certain questions in an unstructured way.

Along with the assumption that the competencies, or behaviors, that make for successful teaching can be identified goes the assumption that these competencies can be assessed in some way. In fact, the statement of objectives and the development of assessment procedures form the main thrust of competency-based teacher education. The module, and the activities it contains or prescribes, is just a way of implementing the objectives.

But the module does have certain advantages as an instructional tool. For one thing, it enables you to work on your own and at your own pace. The activities are usually varied so that you can

select those which are best suited to your learning style. And the module enables you to cover certain subject areas with maximum efficiency; since if you pass the pre-assessment for a given objective, you are exempted from the module implementing that objective. What matters is not the amount of classroom time you put in on a subject but your ability to demonstrate certain competencies, or behaviors.

OVERVIEW

An essential part of both developmental and remedial reading instruction is the teacher's ability to isolate and analyze oral reading errors. Word identification is central to fluency in reading. In order to help his or her pupils achieve that fluency, you, as a reading teacher, must be able to identify and classify their word identification errors.

Both teaching skills--identification and classification--are important. First, you must be able to distinguish between errors and non-errors. This involves not only being able to hear errors--being attuned to the sounds of English and how they are represented in writing--but also knowing whether a variation in pronunciation represents a misinterpretation of the written cue or a regional or ethnic dialect difference. In some instances a child may be decoding correctly--that is, making sounds with the same semantic content as the written symbols on the page--but his or her particular set of sounds may not match your expected response. If you hear / fŏthər/ when you were expecting /fär̈thər/ you may need to check further before you decide that the child has made an oral reading error.

Being able to identify an oral reading error as such is only the beginning, however. In order to plan ways to remediate word identification difficulties, you must know what kinds of errors are being made. Does the pupil consistently have difficulty pronouncing certain spellings, such as consonant blends or trigraphs? Does he or she have trouble with particular morphemic

elements, such as the -s indicating a regular noun plural or the adverbial suffix -ly? An understanding of the relationship between some common spelling patterns in English and the phonemic and morphemic elements they represent gives you both the vocabulary to discuss reading errors intelligently and some insight into the causes of those errors.

This module is the first in a two-module cluster. Together, the modules are designed to enable you to recognize and identify by type the errors that occur in recorded samples of oral reading. This one--Module A--focuses on the most common phonemic and morphemic elements of English. In preparation for the analysis or errors, you will learn first to analyze words in isolation. What sounds do various spellings represent? Where do they occur in words? How are words divided into syllables? Where does the accent fall? What is the syntactic function or meaning of various units of speech? With the tools provided in this module, you will be able to go on to Module B and the application of this sort of analysis to reading errors.

Prerequisites

In order to take this module, you should be an undergraduate or graduate student with

--Some ability to hear oral reading errors.

--A knowledge of the terminology associated with word identification skills.

--The ability to use a phonetic key in order to read and write phonetic respellings.

How to Take This Module

Now that you have read the overview and the prerequisites, you can decide whether you want to go ahead with this module. (You should plan on each of the module's taking about three or four weeks.) If you continue, you will be asked to complete three basic steps. The first is a pre-assessment, which measures your ability to identify and classify a variety of phonemic and morphemic elements in English. If you can answer 90% or more of the items correctly, you can exit after completing the pre-assessment. In other words, success on the pre-assessment indicates that you don't need this module.

However, don't regard lack of success on the pre-assessment as failure. It is simply an indication of the fact that you need the information and skills you will gain from taking this module.

The next step is the completion of one or both of the two elements of this module. (Your score on the pre-assessment will help you decide which of the elements you need to complete.) Each element consists of two activities designed to enable you to achieve the objective of that element. Together, these objectives make up the terminal objective of the module:

> Given a series of objective questions about the phonemic and morphemic elements of English, you will answer these questions with 90% accuracy.

Following the module's two elements is an optional activity that can serve either as a supplement to the work you have just

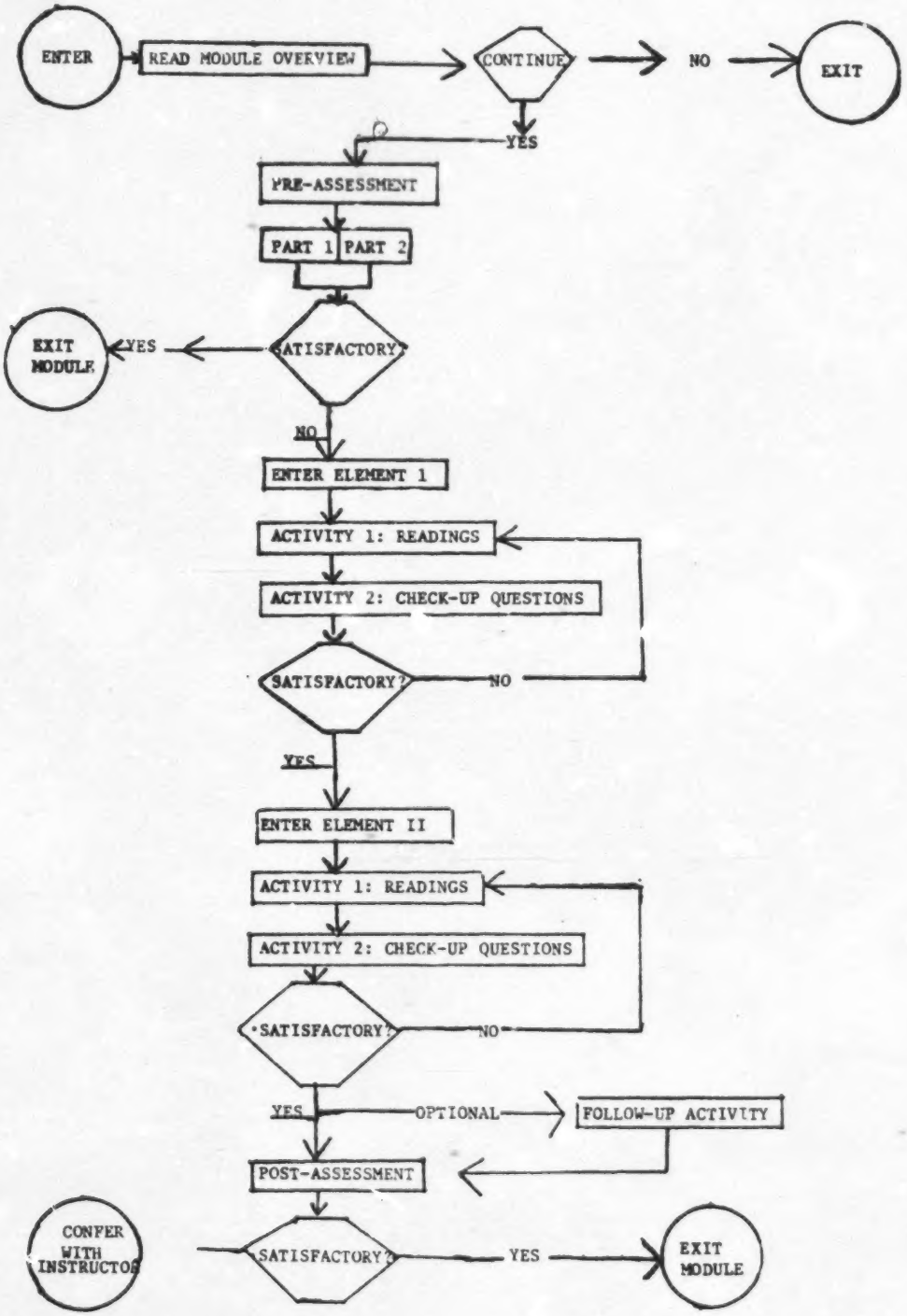
done or as a remedial activity if the check-up questions in Activity 2 have given you trouble.

Finally, you can check whether you have acquired the competencies stated in the terminal objective by taking the post-assessment. Upon successful completion of the post-assessment, you can exit from the module.

These steps are shown in graphic form in the flow chart on pages 8 - 10. Look at it before turning to the pre-assessment, which begins on page 11.

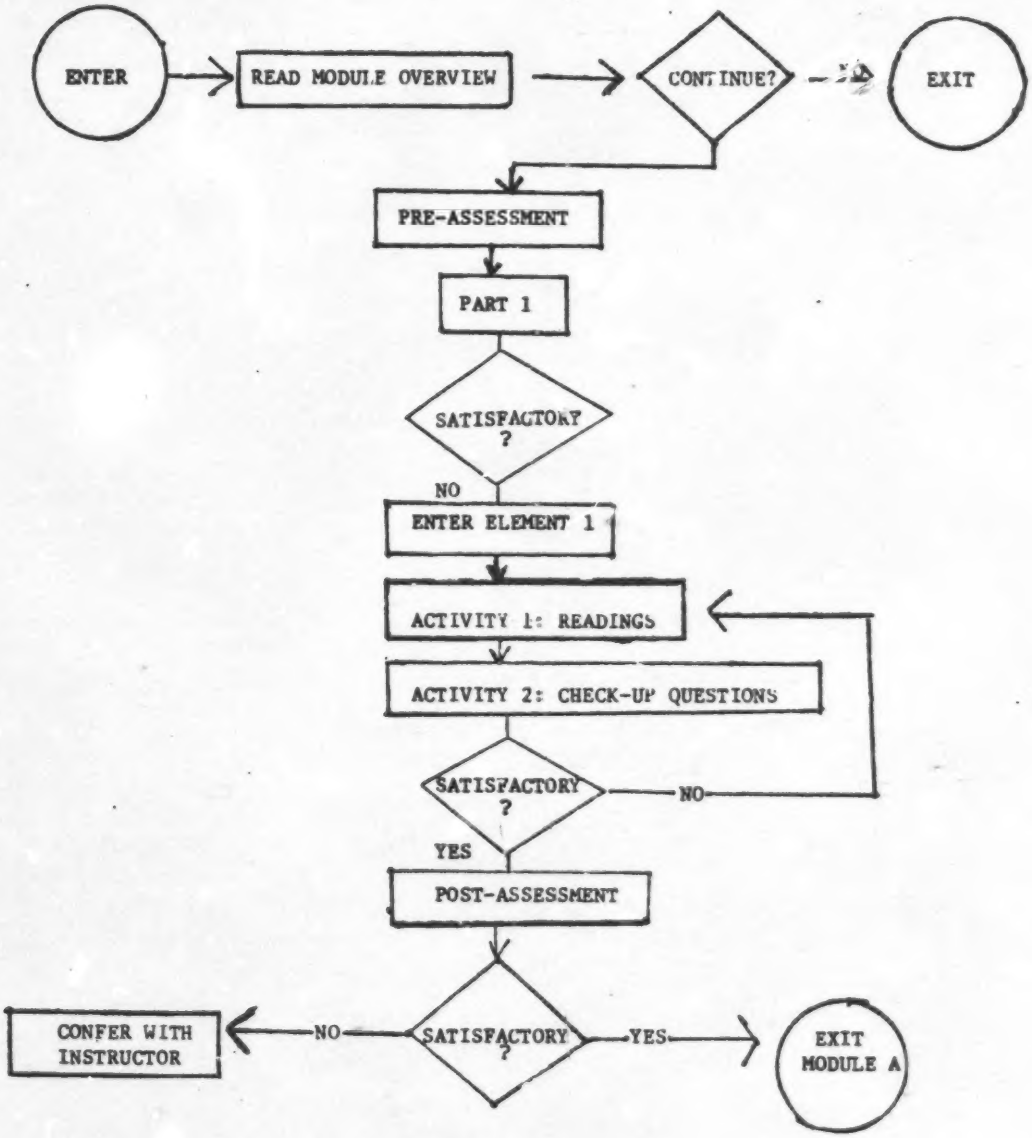
Flow Chart A

If you passed both parts or failed both parts of the Pre-Assessment, follow this flow chart.



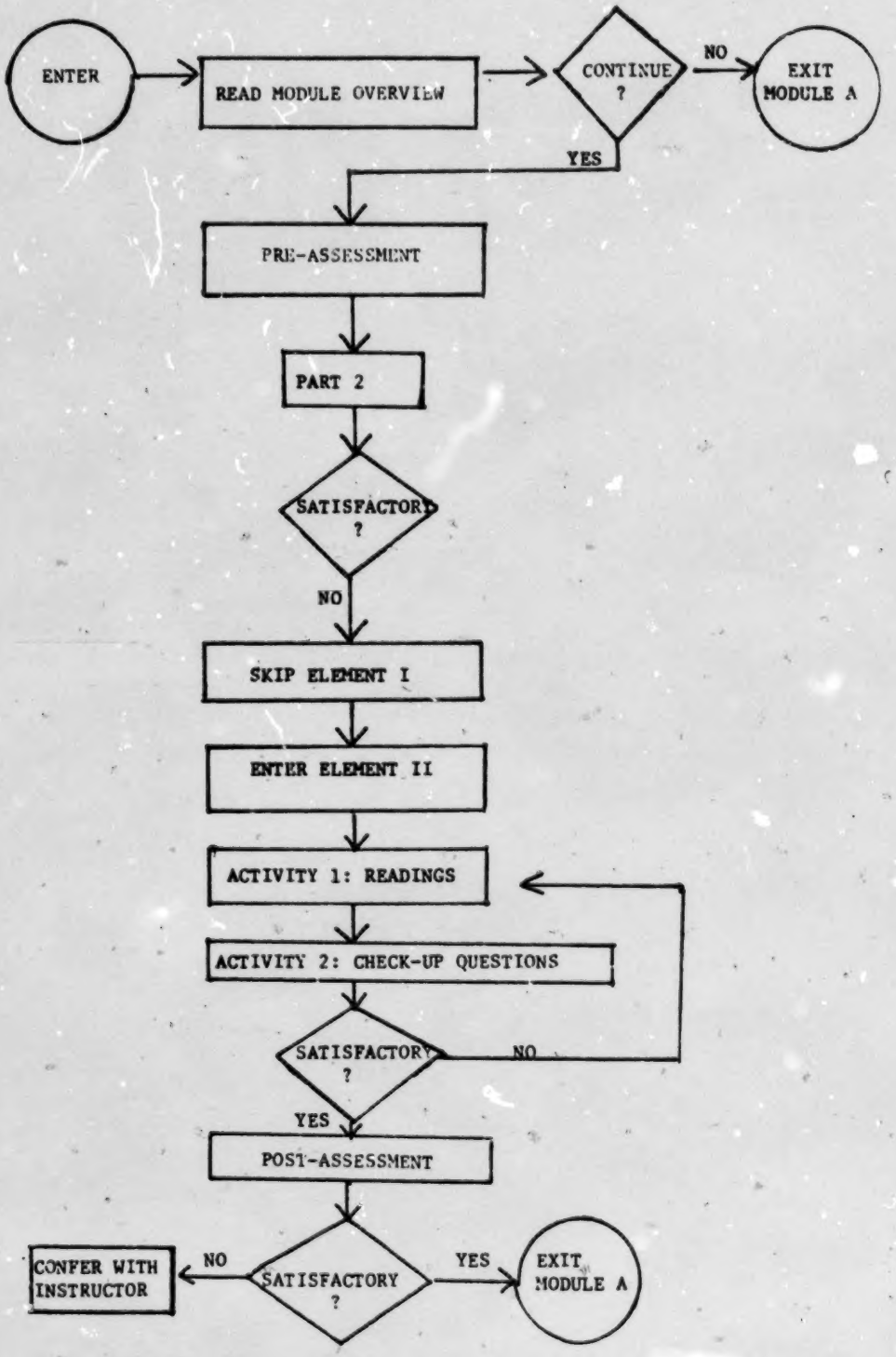
Flow Chart B

If you passed only Part 2 of the Pre-Assessment, follow this flow chart.



Flow Chart C

If you passed only Part 1 of the Pre-Assessment, follow this flow chart.



PRE-ASSESSMENT

Complete each of the items in Part One and Part Two as indicated in the directions. Use the examples as a guide. When you have finished both parts of the pre-assessment, obtain the answer key from your instructor. Score each part separately. If you have a score of at least 90% (no more than 17 errors for Part One and no more than 31 errors for Part Two), you do not need this module and may go on to the second module in this cluster.

If you have a score of 90% or more for Part One, but not for Part Two, you may skip Element I of this module. If you have a score of 90% or more for Part Two, but not for Part One, you may skip Element II of this module. Whether you complete just Element I, just Element II, or the whole module, you must take the entire post-assessment when you have finished the module activities.

PART ONE

I. Phonemic Elements

A. Consonants - Complete the following chart by inserting illustrative root words. Underline the element called for in each case.

	Element	Position: Initial	Position: Final
Example:	single consonant	pat	tap
	single consonant	1_____	2_____
	consonant blend	3_____	4_____
	consonant digraph	5_____	6_____
	consonant trigraph (diagraph-blend)	7_____	8_____
	silent consonant	9_____	10_____

B. Vowels

1. Complete the following chart by inserting illustrative root words with the following short vowel sounds spelled with a single vowel. Underline the vowel spelling and vary the vowel position wherever possible. Finally, indicate the position of the vowel in each word you write.

	Element	Word	Position
Example:	/ă/	pat	medial
	/ă/	11_____	12_____
	/ĕ/	13_____	14_____
	/ĭ/	15_____	16_____
	/ŏ/	17_____	18_____
	/ŭ/	19_____	20_____

2. Complete the following chart by inserting illustrative root words with the following long vowel sounds, using a VC$\not{e}$ or CVC$\not{e}$ pattern. Underline the vowel spelling, and indicate the position of the vowel in each word.

	Element	Word	Position
Example:	/ā/	rate	medial
	/ā/	21_____	22_____
	/ē/	23_____	24_____
	/ī/	25_____	26_____
	/ō/	27_____	28_____
	/ū/	29_____	30_____

Complete the following chart by inserting illustrative root words with the following long vowel sounds spelled by two letters together. Use the spelling pattern and the vowel position shown at the head of each column, and underline the vowel spelling in each word.

	Element	Initial(vvc)	Medial(cvvc)	Final(cvv)
Example:	/ā/	aim	pain	way
	/ā/	31_____	32_____	33_____
	/ē/	34_____	35_____	36_____
	/ī/	xxx	xxx	37_____
	/ō/	38_____	39_____	40_____
	/ū/	xxx	xxx	41_____

3. For each vowel spelling given below, fill in every blank to the right with a one- or two-syllable word illustrating the different vowel sounds that spelling can stand for.

Example:

ea	peach	ahead	break
ea	42	43	44
ei	45	46	
ey	47	48	
ie	49	50	

4. For each vowel sound given below, fill in every blank to the right with a one-syllable word illustrating a spelling of that sound. Each blank should contain a different spelling. Underline the vowel spelling in each word.

Example:

/ā/	freight	plate	rain
/ā/	51	52	53
/ē/	54	55	56
/ī/	57	58	59
/ō/	60	61	62
/ū/	63	64	

5. For each vowel sound given below, fill in every blank to the right with a spelling of that sound. Underline the spelling in each word.

Example:

/ou/	loud	plow
/ou/	65	66
/oi/	67	68

6. For each vowel sound element in the left hand column, write the number of words indicated by the number of lines on the right. In each word the element should be spelled in a different manner. Underline the spelling.

/o͞o/ 69_____ 70_____ 71_____

/o͝o/ 72_____ 73_____

/ô/ (spelled au and aw) 74_____ 75_____

For the following spelling, write two words with different vowel sounds.

oo 76_____ 77_____

7. For each element in the left hand column, write an illustrative word with the vowel element followed by the consonant r.

Key to symbols:	
ä - far	ûr - bird
ôr - pour	âr - glare

ä spelled a 78_____

ôr spelled ou 79_____

ôr spelled o 80_____

ôr spelled oa 81_____

ûr spelled e 82_____

ûr spelled i 83_____

ûr spelled u 84_____

ar spelled a 85_____

ar spelled ai 86_____

8. Write a word illustrating each of the following variant sounds of y.

Consonant 87_____

Short /ĭ/ 88_____

Long /ī/ 89_____

Long /ē/ 90_____

9. Complete the chart below by writing a word that illustrates each of the variant spellings of the schwa. Underline the spelling in each word.

Element	Position: Initial	Medial
/ə/ spelled a	91_____	92_____
e	93_____	94_____
i	xxx	95_____
o	96_____	97_____
u	xxx	98_____

10. Write a word illustrating each of the two sounds of the spellings below.

Example: c	city	country
c	99_____	100_____
g	101_____	102_____
s	103_____	104_____
th	105_____	106_____

II. Morphemic Elements

A. Give an example of each of the following parts of speech and circle the root word in each one.

Example: verb (talked)

article (an)

noun 107_____

verb 108_____

adjective 109_____

adverb 110_____

function words: preposition 111_____

conjunction 112_____

article 113_____

B. Write a word illustrating each part of speech below combined with the inflectional ending given.

Noun

plural - no change in spelling 114_____

plural - y changed to i 115_____

plural - word ending in s, x, ch, or sh 116_____

two different irregular plurals 117_____

118_____

Verb

third person singular - present tense 119_____

past tense - no change in spelling; no change in number of syllables 120_____

past tense - final e dropped 121_____

past tense - no change in spelling; additional syllable 122_____

past tense - y changed to i 123_____

past tense - final consonant doubled 124_____

Participle

no change in spelling 125_____

final consonant doubled 126_____

final e dropped 127_____

Adjective

comparative - no change in spelling 128_____

comparative - y changed to i 129_____

comparative final e dropped 130_____

comparative - final consonant doubled 131_____

superlative - no change in spelling 132_____

superlative - final e dropped 133_____

superlative - y changed to i 134_____

superlative - final consonant doubled 135_____

C. Write five words, each containing a different prefix. Identify the prefix and state its meaning or approximate meaning (connotation).

	Word	Prefix	Meaning
Example:	subway	sub	under
	136_____	137_____	138_____
	139_____	140_____	141_____
	142_____	143_____	144_____
	145_____	146_____	147_____
	148_____	149_____	150_____

D. Write five words, each containing a different suffix. Identify the suffix and state its meaning or approximate meaning (connotation). Identify the part of speech the word in the first column represents.

	Word	Suffix	Meaning	Part of Speech
Example:	glamourous	ous	characterized by	adjective
	151	152	153	154
	155	156	157	158
	159	160	161	162
	163	164	165	166
	167	168	169	170

PART TWO

I. Phonemic Elements

A. Identify each phonemic element underlined in the words below. Indicate the position in which it occurs in each word.

Word	Specific identity of underlined element	Position in word
e.g. <u>st</u>ab	consonant blend	initial
tu<u>b</u>	1.	2.
r<u>a</u>ft	3.	4.
<u>oa</u>f	5.	6.
<u>ei</u>ght	7.	8.
f<u>o</u>ld	9.	10.
p<u>oi</u>nt	11.	12.
s<u>ou</u>p	13.	14.
h<u>oa</u>rd	15.	16.
<u>y</u>oung	17.	18.
ro<u>ugh</u>	19.	20.
cr<u>u</u>st	21.	22.
ni<u>c</u>e	23.	24.
st<u>ay</u>	25.	26.
d<u>ea</u>d	27.	28.
w<u>i</u>ld	29.	30.
b<u>a</u>rn	31.	32.
penn<u>y</u>	33.	34.
<u>f</u>at	35.	36.
<u>i</u>ll	37.	38.
<u>e</u>ke	39.	40.

Word	Specific identity of underlined element	Position in word
Joe	41.	42.
turkey	43.	44.
pew	45.	46.
purse	47.	48.
shy	49.	50.
listen	51.	52.
three	53.	54.
use	55.	56.
coax	57.	58.
ouch	59.	60.
chalk	61.	62.
pert	63.	64.
above	65.	66.
plain	67.	68.
ulcer	69.	70.
teach	71.	72.
chief	73.	74.
grow	75.	76.
torn	77.	78.
peer	79.	80.
circus	81.	82.
hunt	83.	84.
know	85.	86.
each	87.	88.
grey	89.	90.

Word	Specific identity of underlined element	Position in word
clue	91.	92.
ebb	93.	94.
ode	95.	96.
sigh	97.	98.
plow	99.	100.
roof	101.	102.
pawn	103.	104.
heard	105.	106.
excuse	107.	108.
phone	109.	110.
spot	111.	112.
tie	113.	114.
wood	115.	116.
crystal	117.	118.
raisin	119.	120.
street	121.	122.
comb	123.	124.
flair	125.	126.
pain	127.	128.
steak	129.	130.
so	131.	132.
Joyce	133.	134.
clear	135.	136.

Word	Specific identity of underlined element	Position in word
orange	137.	138.
porch	139.	140.
oxen	141.	142.
pea	143.	144.
deceive	145.	146.
bruise	147.	148.
step	149.	150.
jaunt	151.	152.
squirm	153.	154.
lesson	155.	156.
stare	157.	158.

B. Rewrite the words below using slash marks to divide them into syllables and marking the stressed syllable with an accent mark.

Example: bás/ket

159. bacon _____

160. humane _____

161. matter _____

162. balloon _____

163. impair _____

164. pencil _____

165. useless _____

166. purchase _____

167. inches _____

168. carefully _____

169. stable _____

170. reaching _____

171. cricket _____

172. unreturnable _____

173. bedroom _____

174. finder _____

175. temple _____

176. strawberry _____

B. Morphemic Elements

For each word below, circle the affix. Then complete the information requested at the head of each column.

Word	Part of Speech of Whole Word	Type of Morphemic Element (inflectional ending, prefix, suffix)	Meaning or Function	Spelling change in root (if any)
EXAMPLE: noises	noun	inflectional ending	plural	final e dropped
177. digraph	178.	179.	180.	181.
182. raining	183.	184.	185.	186.
187. noisy	188.	189.	190.	191.
192. bushes	193.	194.	195.	196.
197. started	198.	199.	200.	201.
202. scrubbing	203.	204.	205.	206.
207. faithless	208.	209.	210.	211.
212. housed	213.	214.	215.	216.
217. happiest	218.	219.	220.	221.
222. hats	223.	224.	225.	226.
227. sees	228.	229.	230.	231.

232. bigger	233._____	234._____	235._____	236._____
237. marched	238._____	239._____	240._____	241._____
242. hottest	243._____	244._____	245._____	246._____
247. hurried	248._____	249._____	250._____	251._____
252. noting	253._____	254._____	255._____	256._____
257. teachers'	258._____	259._____	260._____	261._____
262. slapped	263._____	264._____	265._____	266._____
267. noisier	268._____	269._____	270._____	271._____
272. cutest	273._____	274._____	275._____	276._____
277. cherries	278,_____	279._____	280._____	281._____
282. darker	283._____	284._____	285._____	286._____
287. child's	288._____	289._____	290._____	291._____
292. rewrite	293._____	294._____	295._____	296._____

ELEMENT I

Objective: You will demonstrate your understanding of basic phonemics and of phoneme-grapheme correspondences by answering a a series of objective questions about the phonemic elements of English with 90% accuracy.

There is only one way to attain the goal of this and each of the following elements--read the specially prepared material in Activity 1 and then check your comprehension by answering the questions in Activity 2.

Read over the material as many times as necessary to absorb it. When you have finished reading, turn to Activity 2 and write in your answers to the check-up questions. Then get a copy of the Answer Key and score yourself. If you attained 90% accuracy on Activity 2, go on to the next element. If not, reread the material in Activity 1; then try the questions again.

Activity 1

In discussing phonemic elements, the following conventional transcription will be used in writing:

/f/ = f or ph or gh

Letters appearing between vertical slash marks (/ /) represent phonetic symbols for sounds. For example, /f/ represents the sound, not the letter f. The sound may be spelled with the single consonant f, as in fun, or the digraphs ph, as in phone, or gh, as in cough. Letters that are underlined represent the visual symbol, or grapheme, used to represent the sound in conventional orthography.

A. Phonemes

1. A phoneme is the smallest unit of speech that in any given language distinguishes one utterance from another. Look at the following examples.

a.	b.	c.
ball	ball	bag
call	bill	bat

a. The letter b in ball represents a sound that is different from the one represented by the letter c in call. Ball and call are distinguished from each other in the initial sound.

b. The letter a in ball represents a sound that is different from the one represented by the letter i in bill. Ball and bill are distinguished from each other in the medial sound.

c. The letter g in bag represents a sound that is different from the one represented by the letter t in bat. Bag and bat are distinguished from each other in the final sound.

2. Since phonemes are sounds, we can say that every word contains as many individual phonemes as it has distinguishable sounds. In the word cat, there are three phonemes: /k/, /ă/, /t/. In the word grasp, there are five phonemes: /g/, /r/, /ă/, /s/, /p/.

3. The number of phonemes does not need to have a one-to-one correspondence with the number of graphemes (letters) that spell out the word. In the word feet, there are four graphemes but only three phonemes: /f/, /ē/, /t/. In the word phone, there are five graphemes but only three phonemes: /f/, /ō/, /n/. In the word comb, there are four graphemes but only three phonemes: /k/, /ō/, /m/. In the word ill, there are three graphemes but only two phonemes: /ĭ/, /l/.

4. Thus, the number of phonemes may be the same as the number of graphemes when each grapheme does have a specific sound in the word, as in the word tap: /t/ /ă/ /p/, or the number of phonemes may be fewer than the number of graphemes. However, when some graphemes are silent-as in the word right: /r/ /ī/ /t/ and the word tie: /t/ /ī/- or when the graphemes

combine to form a single sound-as in the word laugh: /l/ /ă/ /f/ and in the name Phil: /f/ /ĭ/ /l/- the number of phonemes may be fewer than the number of graphemes.

5. Phonemic analysis is done in relation to syllabic units. These units may be either single-syllable words or single syllables in multi-syllabic words (words of more than one syllable). In discussing phonemic elements, we discuss them in relation to their position in words. For example, consonant elements may appear in initial, medial, or final positions since consonant sounds may be heard at the beginning, middle, or end of a syllable.

6. A difference in pronunciation, or sound, doesn't always indicate a difference in phoneme. The words sing and zing are distinguished from each other in the initial sound: one word starts with /s/ while the other starts with /z/. The difference between /s/ and /z/ corresponds to a difference in meaning. In a word like greasy, however, a change from /s/ to /z/ can occur without a change in meaning. Whether you say /grēsē/ or /grēzē/, the meaning is the same. Although there are two different sounds, there is only one phoneme. Similarly, although a Bostonian's pronunciation of farther will probably sound like father, while a Chicagoan's will not, the spelling ar in farther represents the same phoneme for both of them. Differences in pronunciations without differences in meaning occur particularly when there are regional or ethnic variations in the pronunciation of words.

A chart of phonemic elements begins on page 67 of the Appendix. It contains the most common spellings of the vowel and consonant sounds in English . Remember, letters appearing between slash marks represents sounds. Words to the right are sample words for the phonemic elements. Representative conventional spellings are underlined. The symbol ə, or schwa, represents the vowel sound heard in certain unaccented syllables (for example, across). Marks appearing above vowels are called diacritical marks and represent the sound of the vowel heard in the sample word. The names of the diacritical marks are as follows:

˘ = breve

¯ = macron

^ = circumflex

~ = tilde

Consult this chart as frequently as necessary as you work through the activities in this module. Familiarize yourself particularly with the categories of phonemic elements listed and the symbols representing the vowel sounds.

B. Syllabication*

1. Syllabication is an aid to pronouncing difficult words. Words are broken down into speech units. Each speech unit must contain a vowel sound. There are as many syllables as there are vowel sounds in a word.

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* Note that syllabication rules used in writing--which correspond to the generalizations given here--differ in some instances from the division into syllables that would be shown in a phonetic respelling of a word. For example, for the entry word but·ter, the dictionary might give the respelling /bŭ't ər/ as a guide to pronunciation.

2. Syllabication generalizations which can be applied with some degree of accuracy include the following:

   a. If a word contains two sounded vowels and has a double consonant or two consonants between the vowels, divide the word between the consonants:*

      but/ter win/dow

   b. If a word contains two sounded vowels and has a single consonant between the vowels, divide the word before the consonant:

      mo/tel

   c. If a word ends in -le, divide the word before the consonant preceding the -le:

      cra/dle

   d. Prefixes and suffixes form separate syllables:

      un/tie bold/ly

   e. Divide a compound word between the two root words, and then within the root words if so indicated:

      rain/bow but/ter/fly

   f. If a multisyllabic word contains a ck, the ck usually goes with the preceding vowel:

      rock/et

   g. When two adjacent vowels are sounded, they form separate syllables:

      ru/in

3. Certain general principles should be observed.

   a. Diagraphs and initial consonant blends are not usually separated:

      fash/ion spring

   b. Certain morphemes form separate syllables:

      /ed/ after t and d (but not in hoped)

      /es/ after ch, x, s, ss, se (but not in wolves)

4. An open syllable is a syllable that ends in a vowel.

   A closed syllable is a syllable that ends in a consonant.

C. Accent

1. Accent is important in determining pronunciation since it indicates which syllable to stress and, therefore, which vowel to prolong or emphasize. In contrast, the vowel in an unstressed syllable is usually shortened, or reduced.
2. Words generally have primary and secondary accent. Primary accent is the most stress given to a syllable. Other syllables are either unstressed or receive secondary (less) stress.
3. Accent generalizations include the following:

   a. In compound words, the accent usually falls upon the first word:

      play'ground

   b. If a two-syllable word contains a double consonant, the accent usually falls on the first syllable:

      sud'den

c. If a two-syllable word contains a single consonant, the accent may fall on either syllable:

pa'per re cite'

d. A final syllable containing a long vowel sound is usually accented:

con tain' su preme'

e. Affixes (prefixes, suffixes, inflectional endings) usually are not accented:

un kind' love'ly walk'ing

Activity 2

A. Phonemes

/p/ represents the (1)_____

p represents the (2)_____

The letter p in pick represents a (3)_____ that is different from that of the letter s in sick, distinguishing pick from sick in the (4)_____sound.

The letter i in pick represents a (5)_____ that is different from that of the letter a in pack, distinguishing pick from pack in the (6)_____sound.

The letters ck in pack represent a (7)_____ that is different from that of the letter t in pat, distinguishing pack from pat in the (8)_____sound.

In the word pat, there are (9)_____phonemes. They are (10)_____(11)_____(12)_____

In the word blast, there are (13)_____phonemes. They are (14)_____(15)_____(16)_____ (17)_____ (18)_____.

In the word pack, there are (19) _____graphemes and (20)_____phonemes.

In the word through, there are (21)_____graphemes and (22)_____phonemes.

In the word sell, there are (23)_____graphemes and (24)_____phonemes.

In the word sit, the number of phonemes is (more than, less than, the same as) (25)_____ the number of graphemes.

In the word sleigh, the number of phonemes is (more than, less than, the same as) (26)_____the number of graphemes.

In the word tough, the number of phonemes is (more than, less than, the same as) (27)_____the number of graphemes.

In the single-syllable word pat, there are (28)_____ consonant elements. (29)_____is in (30)_____position. (31)_____is in (32)_____position.

In the multisyllabic word master, there are two syllables: mas ter. In the first syllable, mas, there are (33)_____consonant element. (34)_____is in (35)_____position. (36)_____is in (37)_____position. In the second syllable, ter, there are (38)_____consonant elements. (39)_____is in (40)_____position. (41) _____is in (42)_____position.

In the single-syllable word ask, there is (43)_____ vowel sound. It is in (44)_____position.

In the single-syllable word coat, there is (45)_____ vowel sound. It is in (46)_____position.

In the single-syllable word tea, there is (47)_____ vowel sound. It is in (48)_____position.

In the multisyllabic word music, there are two syllables: mu sic. In the first syllable, mu, there is (49)_____vowel sound. It is in (50)_____position. In the second syllable, sic, there is (51)_____vowel sound. It is in (52)_____position.

In the multisyllabic word extricate, there are three syllables: ex tric ate. In the first syllable, ex, there is (53)_____

vowel sound. It is in (54)_____position. In the second syllable, tric, there is (55) _____vowel sound. It is in (56)_____position. In the third syllable, ate, there is (57)_____vowel sound. It is in (58)_____ position.

B. Syllabication

A syllable is a (59)_____unit. Each unit must contain a (60)_____sound. There are as many syllables as there are (61)_____sounds in a word.

Syllabicate the following words by rewriting them with slash marks between the syllables.

manner	62_____
picnic	63_____
dissuade	64_____
token	65_____
omit	66_____
royal	67_____
circle	68_____
angle	69_____
prepaid	70_____
careful	71_____
baseball	72_____
newspaper	73_____

cracker	74_____
picket	75_____
piano	76_____
oasis	77_____
affront	78_____
either	79_____
enchant	80_____
rhythm	81_____
parted	82_____
pounded	83_____
porches	84_____
taxes	85_____
gases	86_____
passes	87_____
roses	88_____

In the word music, the two syllables are mu and sic. The open syllable is (89)_____. The closed syllable is (90)_____.

In the word also, the two syllables are al and so. The open syllable is (91)_____. The closed syllable is (92)_____.

C. Accent

Accent indicates which syllable to (93)_____. It is therefore, important in determing (94)_____. It indicates which (95)_____to prolong, or emphasize.

In the word district, the accented syllable is (96)_____ and the unaccented syllable is (97)_____.

In the word substitute, the syllables are sub sti tute. The syllable with the primary accent is (98)_____. The syllable with the secondary accent is (99)_____. The unaccented syllable is (100)_____.

Indicate the accented syllable in the following words by rewriting them and adding stress marks.

classroom	(101)_____
carrot	(102)_____
potent	(103)_____
secrete	(104)_____
recruit	(105)_____
dispute	(106)_____
turning	(107)_____
remake	(108)_____
judgement	(109)_____

ELEMENT II

Objective: You will demonstrate your understanding of basic morphemics by answering a series of objective questions about the morphemic elements of English with 90% accuracy.

As in Element I, there are no options in attaining the goal of this element. Activity 1 contains specially prepared material for you to read, followed by the check-up questions in Activity 2.

Again, read over the material as often as you need to. When you have finished reading, write in your answers to the questions in Activity 2. Then get a copy of the Answer Key and score yourself. If you attained 90% accuracy on Activity 2, go on to either the optional follow-up activity or the post-assessment. If not, reread the material in Activity 1; then try the questions again.

Activity 1

A morpheme is a meaningful linguistic unit that contains no smaller meaningful parts. One type of morpheme, called a free morpheme, can occur independently of any other morphemes. A free morpheme can be a single root word, a compound word, or a contraction. The other type of morpheme, the bound morpheme, cannot occur alone. It must always be joined with some other morpheme. A bound morpheme can be a prefix, a suffix, or an inflectional ending.

A. Free Morphemes

1. A single root word is a single word in its original form: lock, see.
2. A single root word also may be an irregular past tense verb form (said, rode) or an irregular noun plural (feet, mice).
3. A compound word is one word that is formed by combining two single root words: doorway, grandmother. Usually, the two single root words forming the compound contribute to the meaning of the whole word. For example, in the compound word football, the meaning of the whole word is derived from the meanings of each of the single root words foot and ball (a ball that involves the use of the foot). However, some compound words have a unique meaning that is not clearly or directly related to the meanings of the two single root words from which it is formed. For example, the word butterfly as a unit has a unique meaning that is not obviously related to the two root words butter and fly. Some compound words are hyphenated: merry-go-round, daughter-in-law.

4. A contracted root word is a word that has been shortened by the omission of one or more letters and that contains an apostrophe in place of the omitted letter or letters. The contracted word is added to an uncontracted root word to form a new joint word called a contraction. For example, in the contracted word isn't, the root word not is contracted to n't, with the letter o omitted and the apostrophe substituted in its place. The contracted form n't is joined to the uncontracted word is to form the contraction isn't. In the contracted word I'd, the root word would is contracted to 'd, with the letters woul omitted and the apostrophe substituted in their place. The contracted form 'd is joined to the uncontracted word I to form the contraction I'd.

(Note: The irregular contraction won't involves two contracted root words - will to wo and not to n't, with the o in wo having the function of the usual apostrophe.)

B. Bound Morphemes

1. Prefixes

a. A prefix is a meaning-bearing syllabic unit that is placed before a root word, thereby changing the meaning of the root word. For example, in the word unkind, the prefix un,meaning "not," is placed before the root word kind, changing the meaning of that word to "not kind." In the word disappear, the prefix dis, denoting a negative or reverse force, is placed before the root appear, changing the meaning of that word to "cease to appear."

b. A prefix also may be placed before another prefix that is already placed before a root word, thereby changing the meaning of the original prefixed word. For example, in the word unreturnable, the prefix un, meaning "not," is placed before the prefix re, meaning "back," changing the meaning of the original prefixed word returnable ("able to be turned back") to "not able to be turned back."

c. Some common prefixes include the following:

ab (from)	in, im (not)
ad, ap, at (to)	ob, of, op (against, away from)
be (by)	pre, pro (before, in front of)
con, com, col (with)	re (back)
de (from)	post(behind)
dis (apart, not)	super (over, above)
en, em (in)	trans (across)
ex (out)	sub (under)
in, im (in, into)	un (not)

2. Suffixes

a. A suffix is a meaning-bearing syllabic unit that is placed after (added to) a root word, thereby modifying or adding to the meaning of the root word. A suffix also changes the form class (part of speech) of the word. For example, in the word hopeful, the suffix ful, meaning "full of," is added to the root word hope, thereby changing the meaning of hope to "full of hope" and changing the part of speech from a noun to an adjective.

In the word quickly, the suffix ly, meaning "in a (particular) manner," is added to the root word quick, thereby changing the meaning of quick to "in a quick manner" and changing the part of speech fron an adjective to an adverb.

b. A suffix may have more than one meaning or denotation and so can affect the meaning of different root words in different ways. For example, the suffix ful has these meanings or denotations:

"full of" -(joyful)

"characterized by" -(careful)

"tending to," and "able to"-(wakeful)

"as much as will fill" -(cupful)

c. A suffix on a word is a clue to the form class (part of speech) of that word. For example, the suffix ly indicates an adverb (slowly); able indicates an adjective (comfortable); tion indicates a noun (attention).

d. Adding a suffix to a root word may result in a spelling change in that root word.

e. If a root word ends in e, that final e is dropped before adding a suffix beginning with a vowel. Examples are: fame → famous, noise→noisy, erase→erasable.

f. If a root word ends in a single consonant preceded by a single vowel, that final consonant is doubled before a suffix beginning with a vowel. Examples are pig→piggish, scrub→scrubbable. The same doubling occurs in multisyllabic words when the final syllable follows the same spelling pattern and is accented (for example, remit becomes remitted or remitting).

g. If a root word ends with y, that y is changed to an i before all suffixes except those that begin with i (such as ible, and ish). Examples are fury→furious, pliy→pliable.

h. If a root words ends in c, the letter k is added to the root word before adding a suffix beginning with e, i, or y. For example, panic becomes panicker or panicky.

i. More than one suffix may be added to a root word to further extend the meaning of the word. For example, in the word carefully, there are two suffixes-- ful and ly-- that have been added to the root word care, changing the meaning of that root word to mean "in a manner that is characterized by care."

j. Some common suffixes and their meanings are:

er, or, ist, ian ("performer of")

tion, sion ("act of")

ry, ty, ity ("condition of")

al ("pertaining to")

ble, able, ible ("capable of being")

ment ("result of," "act of")

ful ("ful of")

man ("one who")

ic ("pertaining to")

ous, ious, eous ("like " "full of")

ence, ance ("st e of")

ly, y ("in the manner of")

k. A root word may have a prefix as well as one or more suffixes added to ti, with each of these morphemic (meaning-bearing) units affecting the meaning of the total word. For example, the word indescribable consists of the prefix in, meaning "not," the root word describe (which has a spelling change as a consequence of the added suffix), and the suffix able, meaning "able to be." The resultant meaning of the total word indescribable is "not able to be described."

3. Inflectional endings

a. An inflectional ending is a meaning-bearing unit of one or more letters that is added to (placed after) a root word to give that word a different syntactic (grammatical) function without changing its form class (part of speech). It may indicate a change of meaning or a relationship of the word to some other word or group of words. Inflectional endings may be added to nouns, verbs, or adjectives, as well as to some adverbs.

b. Noun inflectional endings include the following:

inflectional ending	meaning	example
c	plural	boys
's	singular possessive	boy's
s'	plural possessive	boys'
es	plural (for nouns ending in s, se, x, z, ch, sh - forms an additional syllable; also for nouns ending in y with change to i - no additional syllable)	churches, bushes ladies, babies masses, purses boxes, quizzes
es'	plural possessive (for nouns ending in s, se, x, z, ch, sh,- forms an additional syllable; also for nouns ending in y with change to i - no additional syllable)	masses', purses', boxes', quizzes', churches' bushes' ladies', babies'

c. If a noun ends in y, that final y is changed to i before the inflectional endings es and es' (for example, baby becomes babies and babies').

d. Verb inflectional endings include the following:

inflectional ending	meaning	example
s	third person singular, present tense	jumps
es	third person singular, present tense (for verbs ending in s, se, x, z, ch, sh-forms an additional syllable; also for verbs ending in y with change to i-no additional syllable)	passes, loses mixes, buzzes, reaches, washes, buries
ed	past tense and past participle (no added syllable)	picked used
ed	past tense and past participle (as an added syllable for verbs ending in t, te, d, de)	parted, posted raided, faded
en	past participle of certain verbs (forms an added syllable)	driven, spoken
ing	present participle (forms an added syllable)	speaking, using running

e. If a verb ends in e, that final e is dropped before the inflectional ending es, ed, or ing is added (moves, moved, broken, moving).

f. If a verb ends in a single consonant preceded by a single vowel, that final single consonant is doubled before the inflectional endings ed, en, and ing (planned, hidden, stopping). This doubling occurs also in multisyllabic verbs when the final syllable ends in a single consonant preceded by a single vowel and is the accented syllable in the word (for example, admitted, beginning).

g. If a verb ends with y, that final y is changed to an i before the inflectional endings es and ed (for example, cry becomes cries and cried).

h. If a verb ends with a c, the letter k is added to the verb before adding the inflectional endings ed and ing (for example, frolic becomes frolicked and frolicking).

i. Adjective inflectional endings include the following:

inflectional ending	meaning	example
er	comparative (that is, "more" of quality described by the adjective)	smarter wiser
est	superlative (that is, "most" or the highest degree of the quality described by the adjective)	smartest wisest

j. When an adjective ends in e, that final e is dropped before the inflectional endings er or est (riper, ripest).

k. When an adjective ends in y. that final y is changed to i before the inflectional endings er and est (curlier, curliest).

l. When an adjective ends in a single consonant preceded by a single vowel, that final single consonant is doubled before the inflectional endings er and est (fatter, fattest).

m. Some adverbs can take on the same er and est inflectional endings as do adjectives, and with the same sense or meaning. This occurs mainly with words that can be used as either adjectives or adverbs - for example, faster, fastest; slower, slowest; earlier, earliest.

He is a faster walker than I am. (adjective)

He walks faster when he's late. (adverb)

She wakes up earlier than anyone I know. (adverb)

She applied at the earliest possible date. (adjective)

n. A word may have an inflectional ending added to a suffix that had been added to a root word. Examples are contestants (root contest, plus suffix ant, plus inflectional ending s); radicalized (root radical, plus suffix ize, plus inflectional ending ed).

Activity 2

A meaningful linguistic unit that contains no smaller meaningful parts is called a (1)_____.

A meaning unit that can occur independently of any other morpheme is called a (2)_____morpheme.

A meaning unit that can occur only as an adjunct to another morpheme is called a (3)_____morpheme.

Single root words, compound words, and contractions are (4)_____morphemes.

Prefixes, suffixes, and inflectional endings are (5)_____morphemes.

A morpheme may be spelled with (6)_____letters.

A single word in its original single form is a (7)_____ _____word.

The words box and go are examples of (8)_____ words.

An irregular past tense verb is a (9)_____ word.

An irregular noun plural is a (10)_____word.

The words geese and spoke are (11)_____words.

A word that is formed by combining two single root words is called a (12)_____word.

The words armchair and spaceship are (13)_____ words.

The word hide-and-seek is an example of a (14)_____ _____compound word.

A word that has been shortened by the omission of one or more letters and that contains an apostrophe in place of the omitted letter or letters is called a (15)_____ _____word.

The words weren't and he'd are (16)_____words.

An example of an irregular contraction is the word (17)_____.

A meaning-bearing syllabic unit that is placed before a root word is called a (18)_____.

A prefix changes the (19)_____of the root word.

In the word misplace, the prefix is (20)_____.

It denotes something (21)_____.

In the word postwar, the prefix is (22)_____.

It makes the root word (23)_____mean (24)_____.

To change the meaning of an already prefixed word, another (25)_____may be placed before the original prefixed word.

In the word unprepossessing the prefix (26)_____ has been placed before the prefix (27)_____to make the word mean (28)_____.

The prefix con means (29)_____.

The prefix trans means (30)_____.

The meaning-bearing syllabic unit that is added to the end of a root word is called a (31)_____.

A suffix modifies or adds to the meaning of a (32)_____ word.

A suffix changes the (33)_____class of a root word.

In the word hopeless, the suffix less means "without," thereby changing the meaning of hope to (34)_____. It also changes the part of speech of hope from a noun to an (35)_____.

In the word helper, the suffix er means "one who," thereby changing the meaning of help to (36)_____. It also changes the part of speech of help from a verb to a (37)_____.

A suffix may have more than one (38)_____.

A clue to the form class (part of speech) of a word is the (39)_____.

An example of a suffix that indicates an adverb is (40)_____.

An example of a suffix that indicates an adjective is (41)_____.

Adding a suffix to a root word may result in a (42)_____ in that root word.

If a root word ends in e, that final e is (43)_____ before adding a suffix beginning with a vowel.

If a root word ends in a single consonant preceded by a single vowel, that final consonant is (44)_____ before a suffix beginning with a (45)_____.

In a multisyllabic word, when the final syllable ends in a single consonant preceded by a single vowel, and is the accented syllable, the final consonant is (46)_____before a suffix beginning with a (47)_____or a (48)_____.

If a root word ends with y, that y, is changed to (49)_____ before all (50)_____ except those that begin with (51)_____.

If a root word ends in c, the letter (52)_____ is added to the (53)_____ before adding a suffix beginning with (54)_____, (55)_____, or (56)_____.

In the word beautifully, there are (57)_____ suffixes.

In the word famously, there are (58)_____ suffixes.

Three common suffixes are (59)_____ (60)_____, and (61)_____.

The word undeservedly contains the prefix (62)_____ and the suffix (63)_____.

In the word unimperturbable, the prefixes are (64)_____, and (65)_____, and the suffix is (66)_____.

A meaning-bearing unit of one or more letters that is added to the end of a root word in order to give that word a different syntactic function is called an (67)_____.

An inflectional ending does not change the (68)_____ of a root word.

Inflectional endings may be added to (69)_____, (70)_____, or (71)_____.

The s in the word girls denotes (72)_____.

The 's in the word girl's denotes (73)_____.

The s' in the word girls' denotes (74)_____.

The es in the word riches denotes (75)_____.

The es' in the word babies' denotes (76)_____.

If a noun ends in y, that y is changed to (77)_____ before the inflectional ending (78)_____and (79)_____.

The s in the word runs denotes (80)_____.

The es in the word pushes denotes (81)_____.

The ed in the word pushed denotes (82)_____.

The ed in the word pasted adds a (83)_____ to the word.

The en in the word written denotes (84)_____.

The ing in the word fixing denotes (85)_____.

If a verb ends in e, that final e is (86)_____ before an inflectional ending beginning with a vowel.

If a verb ends in a single consonant preceded by a single vowel, that final single consonant is (87)_____before an inflectional ending beginning with a vowel.

If a verb ends with y, that y is changed to (88)_____ before the inflectional endings (89)_____and (90)_____.

If a verb ends with a c, the letter (91)_____ is added to the verb before the inflectional endings (92)_____ and (93)_____.

In the word shorter, the syllable (94)_____ is an inflectional ending denoting (95)_____.

In the word cutest, the syllable (96)_____ is an inflectional ending denoting (97)_____.

When an adjective ends in e, that final e is (98)_____ before the inflectinal endings (99)_____ and (100)_____.

When an adjective ends in y, that final y is changed to (101)_____ before the inflectional endings (102)_____ and (103)_____.

When an adjective ends in a single consonant preceded by a single vowel, that final consonant is (104)_____ before the inflectional endings (105)_____ and (106)_____.

In the sentence she speaks fastest when she whispers, the word fastest is an (107)_____ with the inflectional ending (108)_____.

In the word governments, the root word is (109)_____, the suffix is (110)_____, and the inflectional ending is (111)_____.

In the word demoralizing, de is a (112)_____ moral is the (113)_____, iz(e) is the (114)_____, and ing is an (115)_____.

Follow-up Activity

This activity provides a review of Elements I and II and is optional. You need not complete it before going on to the post-assessment, but if you have had any difficulty with the material in the first two elements, it would be advisable to do this activity.

1. Read Arthur W. Heilman, Phonics in Proper Perspective, 2nd edition, Charles Merrill Pub. Co., Columbus, Ohio.

2. Complete Robert M. Wilson and Mary Ann Hall, Programmed Word Attack For Teachers, Charles Merrill Pub. Co., Columbus, Ohio.

POST-ASSESSMENT

Complete the items in each section of the post-assessment as indicated in the directions. When you have answered all the questions, obtain the answer key from your instructor and score the test. If you have a score of at least 90% (no more than 30 errors) you have successfully completed this module and may go on to the second module in the cluster.

If you made more than 30 errors, confer with your instructor about what your next step should be. He or she may recommend that you repeat part of or all of this module. Supplementary readings may also help, or you may need some individual work with your instructor. Whatever steps you take, when you feel ready, you should take the post-assessment again to see whether you have succeeded in developing the competencies specified by this module.

I. Phonemic Elements

A. Identify each phonemic element underlined in the words below. Indicate the position in which the element occurs in each word.

	ELEMENT		POSITION	
weight	1.	_____	2.	_____
fuse	3.	_____	4.	_____
bread	5.	_____	6.	_____
monkey	7.	_____	8.	_____
blunt	9.	_____	10.	_____
learn	11.	_____	12.	_____
thigh	13.	_____	14.	_____
stand	15.	_____	16.	_____
few	17.	_____	18.	_____
break	19.	_____	20.	_____
group	21.	_____	22.	_____
Pete	23.	_____	24.	_____
except	25.	_____	26.	_____
flue	27.	_____	28.	_____
youth	29.	_____	30.	_____
strain	31.	_____	32.	_____
many	33.	_____	34.	_____
humus	35.	_____	36.	_____
scold	37.	_____	38.	_____
end	39.	_____	40.	_____
thrust	41.	_____	42.	_____

steer	43. _____	44. _____
knot	45. _____	46. _____
under	47. _____	48. _____
fine	49. _____	50. _____
nurse	51. _____	52. _____
go	53. _____	54. _____
boast	55. _____	56. _____
phony	57. _____	58. _____
die	59. _____	60. _____
now	61. _____	62. _____
road	63. _____	64. _____
scorch	65. _____	66. _____
if	67. _____	68. _____
orange	69. _____	70. _____
cough	71. _____	72. _____
conceive	73. _____	74. _____
stow	75. _____	76. _____
obey	77. _____	78. _____
proof	79. _____	80. _____
alert	81. _____	82. _____
Royce	83. _____	84. _____
rob	85. _____	86. _____
glare	87. _____	88. _____
toe	89. _____	90. _____

mild	91. _____	92. _____
firm	93. _____	94. _____
shorn	95. _____	96. _____
stood	97. _____	98. _____
lawn	99. _____	100. _____
first	101. _____	102. _____
otter	103. _____	104. _____
slouch	105. _____	106. _____
season	107. _____	108. _____
board	109. _____	110. _____
haunt	111. _____	112. _____
sea	113. _____	114. _____
open	115. _____	116. _____
mystic	117. _____	118. _____
thief	119. _____	120. _____
strum	121. _____	122. _____
squeak	123. _____	124. _____
slept	125. _____	126. _____
noise	127. _____	128. _____
strode	129. _____	130. _____
sly	131. _____	132. _____
cruise	133. _____	134. _____
stray	135. _____	136. _____
stalk	137. _____	138. _____
cousin	139. _____	140. _____

smear	141.	_____	142.	_____
gust	143.	_____	144.	_____
along	145.	_____	146.	_____
teach	147.	_____	148.	_____
lamb	149.	_____	150.	_____
please	151.	_____	152.	_____
stair	153.	_____	154.	_____
darn	155.	_____	156.	_____
knife	157.	_____	158.	_____

B. Rewrite the words below, using slash marks to divide them into syllables and marking the stressed syllable with an accent mark.

Example: bás/ket

159. cider _____

160. domain _____

161. glitter _____

162. stallion _____

163. impede _____

164. festive _____

165. needless _____

166. orchard _____

167. foxes _____

168. haltingly _____

169. gable _____

170. searching _____

171. thicket _____

172. undesignable _____

173. lunchroom _____

174. painter _____

175. simple _____

176. butterfly _____

II. Morphemic Elements

For each word below, circle the affix. Then complete the information requested at the head of each column.

Word	Part of Speech of Whole Word	Type of Morphemic Element (inflectional ending, prefix, suffix)	Meaning or Function	Spelling change in root (if any)
EXAMPLE: boy(s)	noun	inflectional ending	singular possessive	-----
177. books	178.	179.	180.	181.
182. running	183.	184.	185.	186.
187. dirtiest	188.	189.	190.	191.
192. buried	193.	194.	195.	196.
197. chasing	198.	199.	200.	201.
202. reset	203.	204.	205.	206.
207. boxes	208.	209.	210.	211.
212. candies	213.	214.	215.	216.
217. biggest	218.	219.	220.	221.
222. hunters'	223.	224.	225.	226.

227. waited	228.	229.	230.	231.
232. working	233.	234.	235.	236.
237. dropped	238.	239.	240.	241.
242. worthless	243.	244.	245.	246.
247. fatter	248.	249.	250.	251.
252. bicycle	253.	254.	255.	256.
257. handsomest	258.	259.	260.	261.
262. groped	263.	264.	265.	266.
267. comes	268.	269.	270.	271.
272. fleecy	273.	274.	275.	276.
277. windier	278.	279.	280.	281.
282. crossed	283.	284.	285.	286.
287. stronger	288.	289.	290.	291.
292. dog's	293.	294.	295.	296.

APPENDIX

Chart of Phoneme-Grapheme Correspondences

CONSONANT ELEMENTS

Single Consonants (A single consonant letter representing a single consonant sound)

/b/ bug, rub

/d/ dig, rod

/f/ fat, hoof

/g/ gum, hug

/h/ hall

/j/ jam, gyp, rage

/k/ kite, sake, cat

/l/ lord, hall

/m/ men, ham

/n/ new, run

/p/ pot, rip

/r/ roll, car

/s/ sun, loss, city, rice

/t/ teeth, fit

/v/ vine, live, of

/w/ wind

/y/ yes

/z/ zoo, buzz, rose, boys

/ž/ garage, seizure

*/gz/ exact

*/ks/ except, Max

---

* An exception is the letter x, which represents two sounds.

CONSONANT ELEMENTS (continued)

Initial Consonant Blends (Two or more consonant letters representing two or more consonant sounds commonly found together at the beginning of a word.)

/bl/	blue	/sk/	skate, scout
/cl/	clam	/sl/	slam
/fl/	fly	/sm/	smooth
/gl/	glad	/sn/	snake
/pl/	play	/sp/	spoke
/sl/	sleep	/st/	stamp
/br/	broke	/dw/	dwarf
/cr/	crack	/sw/	swing
/dr/	drive	/tw/	twin
/fr/	from	/scr/	screen
/gr/	grass	/spr/	spread
/pr/	prove	/str/	string
/tr/	trace	/spl/	splash

CONSONANT ELEMENTS (Continued)

Final Consonant Blends (Two or more consonant letters representing two or more consonant sounds commonly found together at the end of a word.)

/rb/	curb	/lb/	bulb	/sk/	task, bosc
/rd/	card	/ld/	cold	/sm/	chasm
/rf/	turf	/lf/	self	/sp/	clasp
/rk/	bark	/lg/	bulge	/st/	best
/rl/	curl	/lk/	milk	/mp/	camp
/rm/	harm	/lp/	help	/nc/	once
/rn/	burn	/ls/	else	/ft/	left
/rt/	hurt	/lt/	felt	/pt/	kept
/rv/	nerve	/nd/	hand	/xt/	next
/rx/	Marx	/nk/	think		
		/nt/	want		

CONSONANT ELEMENTS (Continued)

Consonant Digraphs (Two consonant letters representing a single consonant sound)

/sh/	sheep, dish	/k/	chemistry, school
/ch/	child, rich	/f/	phone, cough
/th/	(voiced) these, with	/ng/	sing
/th/	(voiceless) thin		

Consonant Trigraphs (A consonant digraph plus another consonant representing two consonant sounds)

/shr/	shrink	/nch/	branch
/thr/	thrust	/rth/	north

Silent Consonants (Two consonants commonly found together, one of which is silent)

kn	knew	lk	talk
gn	gnat	lm	calm
wr	write	mb	lamb
ps	psalm	mn	hymn
pt	ptarmigan	bt	doubt
sc	scene	pn	pneumonia

VOWEL ELEMENTS

Short Vowels

/ă/ bat

/ĕ/ egg

/ĭ/ sit

/ŏ/ hop

/ŭ/ shut

Diphthongs

/oi/ noise, toy

/ou/ stout, cow

Vowel Combinations

/o͝o/ book

/o͞o/ shoot

/â/ saw, pawn, saunter

1-Controlled Vowel

/â/ all, talk

Long Vowels

/ā/ gate, wait, say, eight, grey

/ē/ eat, feet, me, piece, baby

/ī/ ice, light, by, kind, tie, guy

/ō/ rope, goat, yellow

/ū/ use, student, blue, feud, few

r-Controlled Vowels

/ä/ car

/ã/ stair, stare

/û/ term, first, hurt

/ô/ horn, roar, pour

Schwa

/ə/ about, open, raisin
season, circus,
curtain